



School District of Horicon

Course Outline

Learning Targets

Spanish 4
UNIT 1: ¿Sueños o realidad?
<ul style="list-style-type: none"> • Review present and preterite tenses • Review the Passive Voice • Read “El Otro” by Jorge Luis Borges • Discuss through writing and speaking the themes of the story (Dreams vs Reality)
UNIT 2: La pérdida de un ser querido
<ul style="list-style-type: none"> • Review the imperfect tense • Review Present and Pluperfect tenses • Review the uses of Ser and Estar • Read the poem “Un Perro Ha Muerto” by Pablo Neruda • Discuss through writing and speaking the themes of the poem (The loss of a loved one)
UNIT 3: Las idiosincrasias personales
<ul style="list-style-type: none"> • Review reflexive, direct and indirect object pronouns • Review verbs like Gustar • Read an excerpt of “Viajes” by Julio Cortazar • Discuss through writing and speaking the themes of the story (Personal idiosyncrasies)
UNIT 4: Las reacciones a las expectativas de los padres
<ul style="list-style-type: none"> • Review present and present perfect subjunctive • Read “Nada Menos que Todo un Hombre” by Miguel de Unamuno • Discuss through writing and speaking the themes of the story (Reactions to parental expectations)
UNIT 5: Las experiencias que nos definen
<ul style="list-style-type: none"> • Review the future and conditional tenses • Review the future perfect and conditional perfect tenses • Read “El Niño al que se le murió el amigo” by Ana Maria Matute • Discuss through writing and speaking the themes of the story (Experiences that define us)

UNIT 6: Don Quixote de la Mancha
<ul style="list-style-type: none">• Read an intermediate version of Don Quixote (abridged)• Discuss through writing and speaking the cultural significance of the novel• Discuss the main themes of the novel.
UNIT 7: Las Repúblicas de Bananas
<ul style="list-style-type: none">• Read about the Banana Republics of Central America via newspaper articles and research on the dictators of the region• Read “The United Fruit Co” by Pablo Neruda• Discuss through writing and speaking the influence that the US had on this region.

Students will be able to meet the learning targets above as evidenced by formative and summative classroom assessments.